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ABSIRACT

THIS GUIDE TO 24 GOVERNMENT FINANCIAL ASSISTANCE PROGRAMS DESCRIBES AND DETAILS THE PURPOSE, AUTHORIZING LEGISLATION, ELIGIBILITY, METHOD OF OPERATION, IMPLICATIONS FOR ENGLISH AND FOREIGN LANGUAGES, FUNDING, AND ADDRESSES FOR CURRENT INFORMATION FOR EACH SOURCE OF ASSISTANCE. AUTHORIZING LEGISIATION FOR THE PROGRAMS DISCUSSED INCLUDES: (1) HIGHER EDUCATION ACT, (2) NATIONAL DEFENSE EDUCATION ACI, (3) ELEMENTARY AND SECONDARY EDUCATION ACT, (4) COOPERATIVE RESEARCH EDUCATION ACT, (5) EDUCATION PROFESSIONS DEVELOPMENI ACT, (6) MUTUAL EDUCATIONAL AND CULTURAL EXCHANGE ACT, AND (7) NATIONAL FOUNDATION ON THE ARTS AND HUMANITIES ACT. SUGGESTIONS ANI ADDRESSES NEEDED TO USE THE GUIDE AND KEEP ABREAST OF THE CHANGING STAIUS OF GOVERNMENT PROGRAMS ARE PROVIDED. (RL)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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MLA Guide to Federal Programs

An Analysis of Current Government Financial Assistance Programs for Students, Teachers, Researchers, and Scholars in the Fields of English and Foreign Languages

Edited by Kenneth W. Mildenberger

Published by the Committee on Research Activities of the Modern Language Association of America

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ERIC Clearinghouse on the Teaching of Foreign Languages and of English in Higher Education
Modern Language Association, 62 Fifth Avenue, New York 10011

MLA/ERIC CLEARINGHOUSE

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This Guide has been prepared and published at the expense of the Modern Language Association for the purpose of supplementing the information dissemination activities of MLA/ERIC. Points of view or opinions do not necessarily represent official U.S. Office of Education position or policy; however, most of the facts detailed here are from sources in U.S. Government agencies.

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INTRODUCTION

This booklet is not a directory to all Federal programs of financial assistance to education. It is designed as a guide to sources of financial aid which can help students and teachers of modern languages and literatures in the achievement of their professional goals. In recent years the Congress has authorized such a variety of educational assistance programs that the cumulative effect is bewildering to the citizen and, indeed, to many agency personnel in Washington. The hope is that this MLA Guide will dispel some of the initial mystery for students and teachers whose interests coincide with those of the Modern Language Association. The relevance of some of the programs described is easily evident. Others may seem quite peripheral, but they do have present or future significance to some of our colleagues.

The reader of this MLA Guide will do well to keep in mind a few of the realities of a Federal program:

1. It must be authorized by the Congress. In both the House of Representatives and the Senate, appropriate committees are constantly studying means by which Federal funds may effectively augment the efforts of other public and private agencies to extend and improve American education. When a need is identified, a bill is drafted. The bill may undergo considerable revision and several years may pass before it is enacted into law.

2. It is administered by the Executive Branch. The act authorizing a program designates which agency in the Executive Branch will conduct the program. That agency must then develop rules, regulations, procedures, and publicity, and it must engage the personnel to operate the program. When you examine the instructions regarding a specific program you should be aware that certain requirements are statutory (i.e., stipulated in the act of Congress and therefore fixed) and others are administrative (i.e., not fixed in the legislation but developed by the Government agency in order to make the program operative).

3. It is mutable. Administrative requirements are frequently revised to meet changing circumstances or in response to the test of experience. Congress occasionally may legislate a basic statutory condition, or it may repeal a program or allow it to expire without legislative renewal. (Most education legislation is enacted for specified periods of time, subject to periodic Congressional renewal.)

4. It is dependent upon appropriated funds. Normally, legislation specifies the annual appropriation "authorization" for a program. But the administering agency each year must demonstrate to Congress the need for authorized funds. The Executive Branch may not wish to request the full authorization, or Congress may not be persuaded that it is needed. (The International Education Act of 1966, with significant provisions for MLA members, is not described in this MLA Guide because the Congress has denied appropriations for the first three years of this legislation.) You can usually be sure of one thing—applicants far exceed the funds available. In this MLA Guide, actual funds available are referred to as "appropriated" or "allocated" funds, to be distinguished from "authorized" funds.

5. FY means Fiscal Year. A fiscal year is an accounting convenience, and the Federal fiscal year extends from 1 July to the following 30 June (i.e., FY 1969 runs from 1 July 1968 through midnight 30 June 1969).

Funds appropriated by the Congress for a fiscal year (FY) usually must be spent (or "encumbered") during that FY.

6. Federal employees are human, too. And the overwhelming majority in educational programs are dedicated, competent persons, grossly overworked. In your dealing with them show a reasonable amount of respect, patience, and common sense.

7. Decisions are generally based on reviews and ratings by non-Government consultants and advisors. A Federal program administrator who makes decisions based solely on his own judgment and experience soon finds himself in an untenable position. Normally panels of extramural specialists, drawn from the relevant areas of American education, review and rate proposals. This can be a time-consuming activity—one reason for nerve-wracking delays before awards are announced.

Profound thanks are hereby given to the many nameless people in Washington who helped make this MLA Guide possible, and apologies are in order to them and to the user for the errors that are inevitable in an attempt to describe twenty-four transitory programs at one fleeting moment in Federal time. We take sole responsibility for the errors. One thing is certain—the number of inaccuracies of this MLA Guide will increase rapidly with its age. Hence we have provided for each program the specific current agency address where recent information may be obtained. In conclusion, this MLA Guide seeks to present the way it was, or the way we believe it was, in the spring of 1969.

Kenneth W. Mildenberger
MLA Director of Programs

HOW TO USE THIS MLA GUIDE

Read the Introduction. The user is again cautioned that Federal assistance programs are in a constant state of change, and this MLA Guide cannot be considered an up-to-the-minute directory of programs. The description of each of the twenty-four programs includes the address from which most recent relevant information can be obtained. The titles of programs used here are usually those which are employed by the pertinent Government agencies.

The user who is seeking sources of personal financial assistance should select the designation under A, below, which most closely describes himself. The numbers after that designation refer to relevant programs described in this MLA Guide. (See the Table of Contents for starting page of each program.) The user should also check the relevant heading under B, since programs of financial assistance to institutions frequently have local implications for the individual.

Note that when a program number is given it applies to both English and foreign languages unless the number is immediately followed in parentheses by (FL), which indicates assistance is limited to foreign languages.

A. ASSISTANCE TO INDIVIDUALS FOR TEACHING, STUDY, OR RESEARCH

School Teacher or Supervisor: 7, 9, 13 (FL), 14, 17.

College or University Teacher: 2, 7, 8, 9, 11 (FL), 13 (FL), 14, 15, 16, 17.

Undergraduate Student: 8, 9, 11 (FL), 13 (FL), 18.

Graduate Student: 2, 7, 8, 9, 10, 11 (FL), 13 (FL), 14, 17, 18.

B. ASSISTANCE TO INSTITUTIONS FOR INSTRUCTIONAL PROGRAMS

Schools: 6, 7, 9, 13 (FL), 14, 15, 16, 19, 20, 21, 22, 24.

State Education Agencies: 6, 7, 8, 9, 13 (FL), 14, 15, 16, 20, 21, 22, 23, 24.

Colleges and Universities: 1, 2, 3, 4 (FL), 5, 6, 7, 8, 9, 10, 11 (FL), 13 (FL), 14, 15, 16, 18, 19, 22.

Other Nonprofit Educational Agencies: 6, 7, 8, 9, 13 (FL), 15, 16.

HOW TO KEEP ABREAST

If you have a personal interest in a specific program, write to the appropriate address for current information. A typed letter with a courteous and precise inquiry is more likely to get a satisfactory response than a scribbled postcard. Most Government employees working in educational assistance programs are responsible, if harried, individuals who are glad to answer intelligent inquiries.

If you have a broader professional responsibility to keep abreast of a variety of Federal education programs in the English or foreign language fields, you should ascertain whether in your institution there is an officer whose specific duty is to obtain current information about Federal programs; if there is such a person and if he has access to adequate current information sources, you only need to cultivate a satisfactory relationship.

However, if you are more or less on your own, the following suggestions may prove useful.

Persons interested in Federal higher education programs would be well advised to subscribe to Higher Education and World Affairs, a bulletin published about 40 times a year by the American Council on Education, 1785 Massachusetts Ave., N.W., Washington, D.C. 20036 (subscription: $12 per year); new developments in educational legislation and administrative activities are reported in a matter of days. Those interested in international aspects of education, including study and travel abroad, language and area studies, etc., should subscribe to the Bulletin on International Education, issued about 10 times per year, also by the American Council on Education (subscription: $5.00 per year). A valuable publication, discovered thanks to the Bulletin on International Education, is A Guide to U.S. Government Agencies Involved in International Educational and Cultural Activities, a 188-page, indexed directory published in September 1968 and available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, for $1.50. (Ask for Department of State Publication 8405, International Information and Cultural Series 97.)

For those especially interested in fellowships and grants, the annual Directory Issue (September) of PMLA, the journal of the Modern Language Association of America, includes a detailed current listing, as well as a variety of other useful information. (Single issues are $4.00; annual membership $15.00.)

Those persons with broad interest or responsibility in Federal assistance to English or foreign language instruction in the schools are advised to keep abreast of developments through local school authorities and through contacts with English or foreign language supervisors in the state education agency. Teachers of English in elementary and secondary schools should be members of the National Council of Teachers of English (508 South 6th St., Champaign, Ill. 61820; dues, $7.00) and teachers of foreign languages in elementary and secondary schools should be members of the American Council on the Teaching of Foreign Languages (62 Fifth Ave., New York, N.Y. 10011; dues $4.00). Both organizations in their publications seek to keep their constituencies informed about new developments in Federal programs.

In September 1968 the Federal Government announced that henceforth an annual comprehensive catalog of information on all Federal domestic programs of aid and assistance would be published, to be titled Catalog of

Federal Domestic Assistance, the first issue to appear in late 1968 or early 1969. The first catalog had not appeared prior to publication of this MLA Guide. Since the catalog is to be prepared by the Office of Economic Opportunity (OEO) under the direction and supervision of the Bureau of the Budget, interested persons should address inquiries to the Information Officer, OEO, 1200 Nineteenth St., N.W., Washington, D.C. 20506.

The U.S. Office of Education prepares a magazine called American Education, issued 10 times a year (subscription: $4.50 per year, from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402), which includes interpretive articles on OE education assistance programs and announces recent OE publications.

1. IMPROVEMENT OF UNDERGRADUATE INSTRUCTION

Purpose

To improve the quality of undergraduate classroom instruction in selected subject areas through grants to institutions of higher education for (1) the acquisition of laboratory and other special equipment and minor remodelling for this equipment; and (2) the acquisition of television equipment for closed-circuit direct instruction and minor remodelling for this equipment. The program is clearly intended to help the more needy colleges and universities.

Authorizing Legislation

Title VI of the Higher Education Act of 1965 (P.L. 89-329).

Eligibility

Eligible institutions are four-year colleges and universities offering undergraduate instruction, junior colleges, nonprofit business schools, and technical institutes. All colleges and universities must be accredited or have credits accepted on transfer from at least three accredited institutions.

Eligible equipment is similar to that authorized under Title III of the National Defense Education Act (see Program No. 24). This includes audio-visual equipment such as projectors, recording equipment, and television receivers which are not part of the closed-circuit television systems; devices used in preparing audio-visual and other instructional materials, and storage equipment for all these items. Prohibited are public address systems, computers, furniture, and radio or television broadcast apparatus. Materials may include audio and video tapes; films and filmstrips; slides and transparencies; pamphlets and periodicals for reference collections; maps, globes, and charts. Prohibited are textbooks or chemicals, glassware, and other supplies which are consumed in use. Eligible materials must be expected to last for at least a year.

Eligible subjects include undergraduate courses in English, foreign languages, other humanities, the arts, education, history, geography, government, science and mathematics. English as a foreign language is included under "foreign language." English includes speech, grammar, literature, language arts, journalism, creative writing, and remedial or supplementary reading training in the English language.

Method of Operation

Funds are allotted among states on the basis of higher education enrollment and per capita income. Grants are made on a matching basis, to higher education institutions whose applications have been submitted to and approved by State Commissions. The Commissions determine priorities among the applications and establish the Federal share, which is up to 50% and, in hardship cases, up to 80%. The State Commissions forward the applications to the Commissioner of Education for final approval. Funds are paid directly to the institution. In establishing priorities, the Commissions give special consideration to the financial need of the institution. They must formulate state plans which indicate how the priorities among applicants are to be determined, and how the Federal share of the cost of each project is to be determined. The institution's application, which is to be submitted annually according to dates established in the

state plan for each individual state, must show that the institution will expend during the fiscal year for which funds are being sought an amount at least equal to the amount expended during the previous fiscal year. This "maintenance of effort" provision is included in many Federal education acts. All laboratory and other special equipment, materials, and related minor remodeling must be included in a single project application for each institution or branch campus. A separate application may be made for closed-circuit television equipment and materials.

Implications for English and Foreign Languages

Early analysis of the institutional applications shows a healthy interest in English and foreign languages. A substantial portion of funds is being used for audio-visual materials and programmed installations for the whole range of subjects, but English and foreign languages are well represented, particularly foreign languages for which language laboratories are being installed. In the first year (1966-67) of the program 773 equipment projects with an average cost of about $35,000 were funded. About 8% were approved in 1967-68. Television equipment projects totalled 123 in 1966-67 and 144 in 1967-68.

Funding

To enable the Commissioner to make grants for the acquisition of laboratory and other special equipment, Congress authorized $35 million in FY 1966, $50 million in FY 1967, $60 million in FY 1968. For the acquisition of television equipment and for minor remodelling for such equipment $2.5 million was authorized for FY 1966 and $10 million for FY 1967 and 1968. For administration of State plans, $1 million was authorized for each of the three fiscal years. For FY 1969 and 1970, such sums as are established by the Congress will be authorized.

For FY 1966, $13.5 million was appropriated for acquisition of equipment, and for FY 1967, 1968, and 1969, $13 million. For television equipment $1.5 million was appropriated for each of the four years.

For Current Information Contact: College Facilities Grants Branch,
Division of College Facilities, Bureau of Higher Education,
U.S. Office of Education, Washington, D.C. 20202.

2. STRENGTHENING DEVELOPING INSTITUTIONS

Purpose

To strengthen promising institutions of higher education which have inadequate financial resources. Assistance to raise the academic quality of these institutions is provided in two ways: (1) supporting cooperative arrangements between colleges which would strengthen curriculum and services; (2) awarding National Teaching Fellowships to encourage highly qualified graduate students and junior faculty members to teach at developing institutions; (3) awarding grants to retired professors to teach and conduct research at developing institutions.

Authorizing Legislation

Title III of the Higher Education Act of 1966 as amended (P.L. 89-329).

Eligibility

Developing institutions must be public or nonprofit private colleges or universities which are legally authorized to provide a higher education program offering a bachelor degree or a two-year program acceptable for full credit toward a bachelor degree or as preparation for work as a technician. They must be nationally accredited or, according to a nationally recognized accrediting agency, making reasonable progress toward accreditation. They must be making reasonable effort in improving the quality of their teaching and administrative staffs and their student services. Finally, they must be institutions which are struggling for financial survival and which are isolated from the main currents of academic life.

Method of Operation

Colleges and universities apply directly to the Office of Education for grants to pay part of the cost of cooperative arrangements with other institutions or with other agencies for the purpose of strengthening their academic programs or their administration, e.g., faculty exchanges, joint use of facilities, new curriculum. Institutions may also apply directly to the Office for grants for the support of teaching fellowships. The maximum stipend is $6,500, plus an allowance of $400 for each dependent. Nominees are appointed for one-year terms, renewable for a second year upon request of the institution. There is a two-year limit on appointments. The hope is that these fellows will elect to become regular faculty members when their fellowships expire. Most fellows have at least one advanced degree and will have the opportunity to continue doctoral or postdoctoral work while serving as teaching fellows. The program also permits release of regular faculty members at developing institutions for advanced study in order to improve their professional qualifications.

Policies governing the program are established by the Commissioner of Education with the advice of an Advisory Council on Developing Institutions established by the Higher Education Act.

Implications for English and Foreign Languages

In 1965-66, 310 proposals were submitted requesting $32 million and involving 685 colleges in 46 states, Puerto Rico, and Guam. There were also 1,000 requests for National Teaching Fellowships. Limited funds permitted the award of only 84 cooperative grants and 176 fellowships.

For 1966-67, grants were made to 185 institutions, and 500 fellowships

were awarded, for 1967-68 411 grants were made and 1,514 fellowships awarded, and for 1968-69 220 grants were made and 727 fellowships awarded. The cooperative projects cover the whole range of the college and university activities, including curriculum development, special lectures, library services and administration. Exchanges among English and modern foreign language teachers and students are eligible, as are teaching fellowships in these two areas.

Funding

The program had an initial authorization of $55 million for FY 1966, of which only $5 million was appropriated. Amendments authorize $30 million and $55 million for FY 1967 and 1968. For FY 1967, $30 million was appropriated, of which $26,250,000 was allocated for cooperative arrangements and $3,750,000 for National Teaching Fellowships. In the first year the average grant was $36,753 and in FY 1967 is expected to be about $142,000. Appropriations for FY 1967 and 1969 were $30 million.

For Current Information Contact: Division of College Support, Bureau of Higher Education, U.S. Office of Education, Washington, D.C. 20202.

3. COLLEGE LIBRARY RESOURCES PROGRAM

Purpose

To assist and encourage institutions of higher education to strengthen their libraries.

Authorizing Legislation

Title II, Part A, of the Higher Education Act of 1965, as amended (P.L. 89-329).

Eligibility

Eligible applicants are institutions of higher education which have been accredited by an approved accrediting agency. If by acquiring library materials under this program the institution could receive accreditation, the institution is eligible to apply. An institution may apply for the branch or branches of the institution located in a different community.

Method of Operation

Three types of grants are awarded: (1) Basic Grant, not to exceed $5,000 for each institution and each branch of the institution. The grant must be equally matched by recipients; (2) Supplemental Grant, not to exceed $10 per full-time student (and full-time equivalent of the number of part-time students) enrolled, with no matching requirements; (3) Special Purpose Grants, which must be matched by one institutional dollar for every three Federal dollars.

Each year 75% of the appropriation is for Basic Grants, 10% for Supplemental Grants, and 15% for Special Purpose Grants. Basic Grants are awarded first, then Special Purpose Grants. Unused funds from these two grants then become available as Supplemental Grants. To be eligible for a Supplemental Grant, the institution must be eligible for and have applied for a Basic Grant. The Commissioner judges applicants for both Supplemental and Special Purpose Grants on the basis of criteria established by the Advisory Council on College Library Resources.

To apply for a Special Purpose Grant, an institution must show that it has a special need for additional library resources because of new courses or programs being established. It may also apply if it can demonstrate that these additional resources will help meet special national or regional needs in the library and information sciences, e.g., a distinguished library collection on William Faulkner or early Colonial history. If an institution applies as a member of combinations of institutions of higher education, it must demonstrate the need for special assistance in establishing and strengthening joint-use facilities.

Separate applications must be submitted for each type of grant. Applications are reviewed and rated by a panel of consultants from outside the U.S.O.E. No grant funds may be expended for materials to be used for sectarian instruction or religious worship. Library materials include books, periodicals, documents, magnetic tapes, phonograph records, audiovisual materials, and other related library materials (including necessary binding). Funds may also be used to pay salaries, for supplies, materials, and equipment and other expenses necessary for library operations. Funds may not be used for construction, acquisition, expansion or improvement of buildings, initial equipment for the buildings, or acquisitions of the site of the library.

Implications for English and Foreign Languages

Departments of English and of Foreign Languages should assess the resources of their institution's library and then confer with their librarian to determine what priorities should be established for their departmental needs. All three types of grants may be used for English and foreign languages, and it is up to the librarian to determine what library resources should be purchased. The Basic Grants and the Special Purpose Grants have to be matched, but the Supplemental Grants do not. These last, then, are the most attractive. Moreover, they are not restricted as to use, as are the Special Purpose Grants. No data are available showing the distribution by subject field of library resources purchased under the program. However, the assumption is that the extent of resources going for English language and literature and for modern foreign languages is in direct proportion to the energy and time spent by the staffs of these departments in bringing their needs to the attention of the university librarian.

Funding

Appropriations were $10 million in FY 1966, and $25 million in FY 1967, FY 1968, and FY 1969. In FY 1969 $25 million was authorized, in FY 1970, $75 million and in FY 1971, $90 million.

For Current Information Contact: Division of Library Services and Educational Facilities, Bureau of Adult, Vocational, and Library Programs, U.S. Office of Education, Washington, D.C. 20202.

4. NATIONAL DEFENSE LANGUAGE AND AREA CENTERS

Purpose

To strengthen and improve the instruction of uncommonly taught modern foreign languages in our colleges and universities and to provide for studies necessary for a full understanding of the area in which the languages are spoken.

Authorizing Legislation

Title VI of the National Defense Education Act of 1958 (P.L. 85-864) as amended.

Eligibility

Centers may be supported at both graduate and undergraduate schools in institutions of higher education. During its first six years, the program almost exclusively supported graduate instruction in the uncommonly taught modern foreign languages and in related area studies. In 1966-67, however, additional funds permitted a limited expansion of the program, and it was decided to invest most of these in undergraduate centers. The emphasis on graduate instruction, however, will be maintained.

Method of Operation

Interested institutions must submit a proposal directly to the U.S.O.E., where it is reviewed and rated by a panel of consultants competent in the language and area of the proposal. The proposed center must be interdepartmental and must maintain a working relationship between instruction in area work and that in language. The courses focus on a single world area, with instruction in the main language of that area serving as the nucleus. The center may deal with only one of the following world areas: East Asia, Southeast Asia, South Asia, Middle East, Sub-Saharan Africa, East Europe (U.S.S.R.), Latin America. Proposals involving the resources of more than one institution are encouraged. Support is on a matching basis, with Federal funds not exceeding 50%. The average grant for graduate programs has been $40,000 and for undergraduate $20,000.

The Center contract covers only the cost of activities within the regular academic year, with the exception of library personnel, secretarial staff, and other support personnel whose salaries are paid on a 12-month basis. (However, the program includes separate support of special intensive summer language study at the centers. In the summer of 1968, 21 programs of intensive instruction in non-Western languages were held at 16 American universities. The programs are designed for two purposes: first, to provide opportunities for students to complete graduate degree programs in language and area studies in a shorter period of time than would otherwise be possible; and, second, to offer non-Western language courses to students for whom instruction is not available during the academic year.)

Implications for English and Foreign Languages

This program has been the major influence in the expansion and strengthening of instruction in the uncommonly taught languages and area studies. In the first year of the program, 1959-60, 19 centers were supported at about $500,000 in Federal matching funds; in 1967-68, 98 centers were being supported at a cost of $6,130,000 in Federal funds. The total

Federal cost over the 7-year period was $27,289,660. In 1955 center enrollments were 7,207. By 1966 enrollments grew to 76,096, of which 18,531 were graduate students and 57,565 undergraduate. The NDEA Centers have been instrumental in persuading colleges and universities not only to give attention to the uncommonly taught languages, but to bring a new emphasis to the study of the non-Western world.

Funding

In FY 1968 and FY 1969, $12,700,000 was appropriated, which sum was shared with Program 11.

For Current Information Contact: Institute of International Studies, U.S. Office of Education, Washington, D.C. 20202.

5. RESEARCH AND DEVELOPMENT CENTERS

Purpose

To concentrate human and financial resources over an extended period of time on significant problem areas in education in order to improve understanding and to develop and disseminate findings and solutions.

Authorizing Legislation

Title IV, Elementary and Secondary Education Act of 1965 (P.L. 89-10).

Eligibility

All centers thus far established are at universities where staff have already demonstrated exceptional competency and have made significant contributions in the particular problem area. Funding limitations at present prevent the U.S.O.E. from accepting additional proposals. When a new deadline for proposals is established, interested parties will be notified.

Method of Operation

Universities or other institutions interested in establishing a center consult with U.S.O.E. staff and receive supplemental instructions before submitting a formal proposal. The instructions explain the special considerations applicable to support for R. & D. Centers, which include site visits, monitoring, and arrangements for continuing funding. There is no time limit on the support which a center may receive, although the period of time will depend on the magnitude and complexity of the problem area and the scope of the planned approach. The proposal, however, should describe activities for a 5- to 10-year period. Support will range from $300,000 to $1,000,000 annually.

The efforts of the center focus on a significant area in education in which research and development is needed. The work to be done at the center will require the services of a permanent core of professional staff supplemented by practicing educators for at least several years. Specifically, the center will (1) conduct basic and applied research studies, both of the laboratory and field type; (2) conduct development activities designed to translate research findings into educational materials or procedures, and field test the developed products; (3) disseminate information about the new programs or procedures which emerge from the research and development efforts to specialized audiences. In carrying out these activities, the center will work closely with elementary and secondary schools, state departments of education, other institutions of higher education, government agencies, and professional organizations. The ten Research and Development Centers so far established are (with names of directors):

Learning Research and Development Center, Robert Glaser, Upper Campus, University of Pittsburgh, Pittsburgh, Pa. 15213

Center for the Advanced Study of Educational Administration, Roland J. Pellegrin, University of Oregon, Eugene, Oregon 97403

Center for Research and Development, Cognitive Learning, Herbert J. Klausmeier, Max R. Goodson, University of Wisconsin, 1404 Regent Street, Madison, Wis. 53705

Center for Research and Development on Educational Differences, Theodore R. Sizer, Harvard University, Roy E. Larsen Hall, Appian Way, Cambridge, Mass. 02138

Research and Development Center in Educational Stimulation, Warren G. Findley, Baldwin Hall, University of Georgia, Athens, Georgia 30601

Stanford Center for Research and Development in Teaching, Robert H. Bush and N. L. Gage, Stanford University, 770 Welch Road, Palo Alto, Calif. 94304

Center for Research and Development in Higher Education, Leland L. Medsker, University of California, Berkeley, Calif. 94720

Center for the Study of the Evaluation of Instructional Programs, Merlin C. Wittrock and Erick L. Lindman, University of California, Los Angeles, Calif. 90024

Center for the Study of Social Organization of Schools and the Learning Process, Edward L. McDill, Johns Hopkins University, Baltimore, Maryland

Implications for English and Foreign Languages

The R. & D. Centers deal with such problem areas as the relationship between learning research and instructional practice, problems related to the social context of school organization and administration, learning efficiency for children and adults, the effect on 3 to 12 year old children of programs of early and continuous stimulating activities, and the theory and practice of teaching. No center is concentrating on one subject field, and, since centers are designed for long-range problems of curriculum, projects in specific fields are usually not being supported. However, language arts and foreign language learning are being given attention at a number of centers. For example, the University of Wisconsin center conducted experiments on the learning of concepts in English and is field testing programed materials on English syntax for junior high school students. The center at Stanford is doing considerable work in the teaching of French and Spanish and has developed a syllabus and evaluation guide for dissemination. As the centers turn more and more to demonstration rather than just research, more work will be done in specific subject fields.

Funding

For FY 1966, $6.6 million was allocated for this program; in FY 1967, $8.1 million; in FY 1968, $8 million; and in FY 1969, $10.8 million.

For Current Information Contact: Research and Development Centers Branch, Division of Educational Laboratories, Bureau of Research, U.S. Office of Education, Washington, D.C. 20202.

6. REGIONAL EDUCATIONAL LABORATORIES

Purpose

Educational laboratories are multi-disciplinary and multi-functional endeavors organized to bridge the gap between research and school practices and to encourage the development and adoption of educational innovations. They are distinguished from research projects in that their organizational structure is designed to ensure continued professional competence and fiscal responsibility in keeping with the demands of their programs.

Authorizing Legislation

Title IV, Elementary and Secondary Education Act of 1965 (P.L. 89-10) as amended.

Eligibility

No further applications are being accepted at present. When the program began, however, an applicant had to be a new organization which combines the resources of a number of groups representing various interests and institutions with a stake in improving education. Such resources included colleges and universities, state and local educational agencies, other appropriate public or nonprofit private agencies and institutions, and industry.

Method of Operation

When applications were being accepted, the applicant was required to submit an initial prospectus to the Office of Education before a more detailed proposal was prepared. The prospectus provided information which indicated the impact the proposed laboratory might have and the potential capacity of the program for making a continuous and effective contribution to educational improvement. When the prospectus was approved, the applicant submitted a detailed proposal.

In the developmental stage of the laboratory, for which special funds were provided, plans were formulated for implementing the program outlined in the proposal. Specific educational problem areas of the region were defined and assessed; available resources were identified and staff was hired; a program of activities was developed, and an organizational structure was designed to implement the program. When the laboratory's program became operational, it devoted considerable time to designing strategies to improve the quality of educational practices. Laboratory activities cover the entire spectrum from basic research, development, testing, and diffusion, as appropriate for attaining program objectives.

Implications for English and Foreign Languages

Twenty regional laboratories have been funded. Unlike the Research and Development Centers, the laboratories do not focus on any one problem area; they are more comprehensive in scope and use a wide variety of institutions and individuals to carry out their mission. Because they are complex and completely new agencies, the labs have moved rather slowly and only a few have done much programatic research or field testing of research findings. But the program holds considerable promise, and, in fact, is generally regarded as a major instrument for providing a transition process from research to implementation.

Thus far, little work has been done in foreign languages or English. Of all the subject fields, reading has been given heaviest emphasis. Half of the laboratories had mounted some activity in the teaching of reading, and as of 1 December 1966 about $438,000 had been spent on projects in this area. Most of this work has covered reading in the early grades. A little work is being done at the junior and high school levels. Substantively, a linguistic approach to research and development dominates. It will be several years before special reports and significant curriculum materials will be developed from these laboratory activities. It is likely that as they are funded at higher levels, the labs will move into such substantive areas as English and foreign languages and do so at the college level as well as at the elementary and secondary school levels.

Funding

For FY 1966, $11 million was allocated for this program; in FY 1967, $17.5 million; in FY 1968, $23.8 million; and in FY 1969, $23.6 million.

For Current Information Contact: Laboratory Programs Branch,
Division of Educational Laboratories, Bureau of Research,
U.S. Office of Education, Washington, D.C. 20202.

7. PROGRAMS OF EDUCATION RESEARCH

Purpose

To broaden the knowledge and improve the quality of education by stimulating and supporting research, survey, demonstration, and dissemination projects in the field of education.

Authorizing Legislation

Cooperative Research Act (P.L. 83-531) as amended by Title IV of the Elementary and Secondary Education Act of 1965 (P.L. 89-10); Title VI (Language Development) and Title VII (Educational Media), National Defense Education Act of 1958 (P.L. 85-864); Title II, Higher Education Act of 1965 (Library Research) (P.L. 89-329); Vocational Education Act of 1963 (P.L. 88-210).

Eligibility

Grants or contracts may be awarded to colleges and universities, State educational agencies, and to other public or private agencies, organizations, groups, or individuals.

Method of Operation

Proposals are submitted to the U.S. Office of Education, where they are reviewed and sent to professional consultants for evaluation. On the basis of this evaluation and the priorities which have been established by the Office, the proposal is accepted or rejected. A number receive provisional approval, followed by considerable negotiations.

The Bureau of Research also stimulates research projects or programs in those areas which it has identified as needing special attention or development. A specific organization or individual may be invited to conduct research in the special area. Research projects are often for a two- or three-year period. Proposals funded under the Language Development, Educational Media, and Library Research authorities (Titles VI and VII of NDEA and Title II of HEA) are subject to the same procedures as other research proposals. There are no deadlines for submission of proposals.

Implications for English and Foreign Languages

Research affecting English is funded from the general authority of the Cooperative Research Act. In 1962, Project English was launched under the Cooperative Research Program. A series of contracts were let with various universities to develop improved courses in the teaching of reading, composition, and related language skills from the first grade through the first two years of college. Materials are still being developed, some are being tested, and many are now available. For example, Northwestern University received a 5-year contract at a cost of $250,000 to develop curricular recommendations and materials for teaching of English, with special emphasis on composition in grades 7-14. An articulated program in composition, in grades K-13, has been developed by the University of Nebraska over a 5-year period at a cost of $250,000. Under the expanded OE research program, similar projects may be supported, although the interest in research in improved methods or courses in English has not been as great as in other areas.

OE-sponsored foreign language research became a reality in 1958 under authorization of NDEA Title VI. During the ensuing decade, hundreds

of projects were supported from the smallest personal study to million-dollar investigations. New instructional materials, curriculum studies, testing programs, methodology experiments, and professional surveys were financed, and a considerable forward thrust in foreign language instruction was accomplished. More than $30 million was expended in this period. The special research authority of NDEA Title VI language research was extended in the Higher Education Act Amendments of 1968 through FY 1971, and funds will continue to be available. However, note should be taken that in recent years a significant proportion of appropriations have been assigned to projects in the "world affairs" sphere, partly perhaps because of the dearth of sufficient competent applications for foreign language projects.

NDEA Title VII support to educational media projects has been extended to a number of substantial projects in foreign language instruction involving technological aids.

Funding

In FY 1968, $47,217,000 was appropriated for programs of educational research (Bureau of Education), exclusive of aid to research and development centers (Program No. 5), educational laboratories (Program No. 6), ERIC (Program No. 9), and training of researchers (Program No. 8). Of this amount, $3 million was specified for NDEA Title VI language research, $4.4 million for NDEA Title VII media research, and $17,467,000 for general education, which would be eligible for projects in English language and literature and linguistics. In FY 1969 the sum appropriated for general education was $12,917,000.

For Further Information: The would-be researcher is offered the following suggestions. The Bureau of Research in the U.S. Office of Education is the prime administrative unit for the support of research projects and offers a wide variety of programs which, legislatively, are supposed to be open to all professional and pedagogical aspects of education, including instruction in English and foreign languages. Trends in OE reorganization have been in this direction. Consequently, the interested individual should address inquiries to the Bureau of Research. (From 1965 to 1968, the NDEA Title VI language research program was administered as part of the Bureau of Research complex, but was removed to become a component of the newly established Institute of International Studies. Persons interested in support for foreign language teaching projects are advised to inquire both to the Bureau of Research and the Institute of International Studies.) Addresses: Bureau of Research, U.S. Office of Education, Washington, D.C. 20202; Institute of International Studies, U.S. Office of Education, Washington, D.C. 20202.

8. EDUCATIONAL RESEARCH TRAINING PROGRAM

Purpose

To expand or strengthen programs for the training of more personnel for careers in educational research and related activities.

Authorizing Legislation

Title IV, Elementary and Secondary Education Act of 1965 (P.L. 89-10), which amends the Cooperative Research Education Act (P.L. 83-531).

Eligibility

Eligible institutions include colleges, state education agencies, local education agencies, and other public or nonprofit agencies, institutions, or organizations.

Method of Operation

The institution or agency applies to the U.S. Office of Education for a grant to support the training of researchers. They may apply for five types of programs: (1) undergraduate training programs; (2) graduate training programs; (3) institute training programs for short-term intensive study in particular aspects of research; (4) special training projects, including seminars, workshops, personnel exchanges, inservice training programs or other non-degree programs that do not fit the pattern of the institute program; (5) program development grants to strengthen college and university staffs and develop training in educational research.

Eligible students apply directly to the institution or agency with an approved program. An undergraduate receives $500 during an academic year and may also receive $75 per week during a summer session. Enrollment is limited to one year. Graduate students receive up to $2,800 for a 12-month study year. Participants in institutes or special training projects receive $75 per week. Senior postdoctoral educational research training is also supported; interested individuals apply directly to the Office of Education, where a special screening committee reviews proposals.

Implications for English and Foreign Languages

In the first three years of the program (FY 1966-68), awards were made to 300 undergraduates, 2,318 graduates, and 74 postdoctorates. In addition, 73 institutes were conducted for 3,653 trainees, and 80 program development grants were awarded. Awards have been made to researchers in psycholinguistics, speech, and reading. Proposals would be eligible for the training of researchers to study educational problems related to literature or languages.

Funding

Allocations totalled $7,189,000 for FY 1966, $6,500,000 for FY 1967, and $6,750,000 in FY 1968 and FY 1969.

For Current Information Contact: Research Training Branch, Bureau of Research, U.S. Office of Education, Washington, D.C. 20202.

9. EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Purpose

To provide a national information system which (a) announces details of current significant educational documents (reports, monographs, books, journal articles, speeches, etc.), (b) makes available at reasonable costs copies of less-accessible documents, in microfiche or hard copy form, from the ERIC Document Reproduction Service, and (c) produces special reports and bibliographies dealing with recent developments in research and curriculum experiments.

Authorizing Legislation

No specific Act authorizes ERIC. The system was developed administratively, and supporting funds are drawn from the Cooperative Research Act (P.L. 83-531), as amended, and various other legislation authorizing research and development funds. In the beginning years, foreign language activities in the ERIC program have been financed through NDEA, Title VI research funds (see Program No. 7).

Method of Operation

The U.S. Office of Education initiated ERIC in 1966, and the administrative pattern has been for OE to announce those educational areas in which it was prepared to support decentralized ERIC clearinghouses and to invite bids. Any educational institution has been eligible to offer a bid, and applications have been from colleges and universities and nonprofit professional associations and agencies. In 1968, 19 clearinghouses had been established. The program is coordinated through the Central ERIC staff in the Office of Education.

Each clearinghouse is responsible for document information in its field of education. It acquires research reports, monographs, books, articles, speeches, surveys, etc., reviews them for appropriateness and usefulness, and, if acceptable, proceeds to process them. Processing involves the writing of an abstract for each item and the preparation of indexing terms for subsequent retrieval, all of which are put on a résumé form with basic bibliographic information. The résumé forms are sent regularly to a computer center where the data are computer-processed. Each month the computer prints out the data about newly processed documents, thus providing the contents for the monthly catalogue, Research in Education (annual subscription cost: domestic $21.00; foreign $26.25; check or money order should be sent to the U.S. Government Printing Office, Washington, D.C. 20402). Most of the documents processed and announced in Research in Education also became available from the ERIC Document Reproduction Service (EDRS) in microfiche (a sheet of 4" x 6" film) or hard copy. Document prices are indicated in Research in Education.

Each ERIC clearinghouse is also responsible for developing special information analyses, such as bibliographies, state-of-the-art papers on significant research topics, and other kinds of reports designed to interpret and summarize current information for the use of its educational constituency.

Implications for English and Foreign Languages

Four clearinghouses have been established which are particularly relevant:

ERIC Clearinghouse on the Teaching of English (National Council on the Teaching of English, 508 South Sixth St., Champaign, Ill. 61820) is responsible for documents about the teaching of English from kindergarten through grade 12, the preparation of teachers of English for the schools, and the preparation of specialists in English education and the teaching of English.

ERIC Clearinghouse on the Teaching of Foreign Languages and the Teaching of English in Higher Education (Modern Language Association, 62 Fifth Avenue, New York, N.Y. 10011) is responsible for documents about the teaching of the commonly taught foreign languages—French, German, Italian, Russian, Spanish, Latin, and Ancient Greek—and documents about undergraduate and graduate programs in English, including programs in introductory composition, general education, the major, and the preparation of teachers for two- and four-year colleges and universities.

ERIC Clearinghouse on Linguistics and the Uncommonly Taught Languages (Center for Applied Linguistics, 1717 Massachusetts Ave., N.W. Washington, D.C. 20036) is responsible for documents on the teaching of all other foreign languages, including English for speakers of other languages, and for documents on linguistic research.

ERIC Clearinghouse on Reading (204 Pine Hall, Indiana University, Bloomington, Ind. 47401) is responsible for documents on all aspects of reading behavior, with emphasis on physiology, psychology, sociology, and the teaching of reading.

Funding

In FY 1967 a total of $3.2 million was allocated to ERIC program activities, and in FY 1969, $4.2 million.

For Current Information Contact: Any of the clearinghouses listed above, or for general ERIC information, Central ERIC, Division of Information Technology and Dissemination, Bureau of Research, U.S. Office of Education, Washington, D.C. 20202.

10. NATIONAL DEFENSE GRADUATE FELLOWSHIP PROGRAM

Purpose

To encourage students to undertake graduate study in preparation for college teaching careers, to foster both existing and developing centers of excellence in graduate education, and in doing so to achieve a wider geographical distribution of such centers.

Authorizing Legislation

Title IV of the National Defense Education Act of 1958 (P.L. 85-864), as amended.

Eligibility

To be eligible for a fellowship, a student must be interested in entering or continuing a college teaching career; he must be accepted for admission to the university as a full-time graduate student; he must have a baccalaureate degree and may not have completed more than two years of study beyond the baccalaureate degree accreditable toward the doctorate in the program for which the fellowship is awarded. He must also be a citizen or national of the United States or have clear intentions of becoming one; and he must sign the oath of allegiance (or affirmation) and submit a statement of any criminal record.

An institution may submit a proposal if it has a doctoral program in the field of study for which it is applying for fellowship support or plans to begin one with the award of NDEA fellowships.

Methods of Operation

In the spring of each year, the U.S. Office of Education invites graduate schools to submit applications for allotments of fellowships. These applications are reviewed and evaluated by scholars and administrators drawn from the academic community; they recommend the number of fellowships to be allocated to each institution and the departments of study in which they should be made available. The Commissioner and his staff are guided by these recommendations in determining final fellowship allocations to institutions.

Previously, Title IV fellowships had been allocated to specifically approved programs at a graduate school, e.g., 5 fellowships in physics, 3 fellowships in English, 4 fellowships in French. New procedures call for allocations of fellowships en bloc to an institution on the basis of a single institutional application which includes fellowship requests for all its graduate programs. When the Commissioner approves the application and assigns a number of fellowships, it is up to the institution to determine the number of fellowships to go to each specific department or other academic units of study named in the application. Thus a university may apply for 100 fellowships and identify English among the departments to receive them, if the institutional application is approved. But a department will not know how many fellowships it will get until after the application has been approved and the university has allocated fellowships to the departments listed in the application.

When the Commissioner announces the allocations in November, the graduate schools establish their own deadlines for receipts of applications from students. However, their nominations must be submitted to the Com-

missioner by 8 May. Unless a nominee is technically ineligible, the Commissioner automatically accepts the nomination.

The fellowship is normally for three years of graduate study, including summer study if the fellow elects to undertake it. A few fellowships are vacated each year, and these are reawarded for the one or two remaining years of unused tenure. Institutions may apply for as many as 150 three-year fellowships per year for three years and no less than 4 three-year fellowships for three years.

Implications for English and Modern Foreign Languages

In the first seven years of the program (1959-66), 11,500 fellowships were awarded. (These do not include 6,000 fellowships awarded for study beginning 1966-67 and an additional 6,000 in 1967-68.) Of this number 654 have been in English, 74 in American Studies, 785 in modern foreign languages (mainly in French, Spanish, and German), 184 in Comparative Literature, and 161 in Linguistics. About one-fourth of the fellowships thus far awarded have been in the humanities. Every possible encouragement has been given to such fields as English and modern foreign languages, and the overall quality of the proposals has steadily improved. This program remains the major program of Federal support to English and modern foreign languages at the graduate level.

Funding

Title IV authorizes to be appropriated such sums as may be necessary to award 3,000 fellowships for FY 1965 (1966-67 academic year), 6,000 fellowships for FY 1966, and 7,500 fellowships for FY 1967 and 1968. For FY 1966, $55.8 million was appropriated for the award of 6,000 new fellowships, for FY 1967 $81.9 million for 6,000 new fellowships, and for FY 1968 $86.6 million for 5,328 new fellowships; in FY 1969 $70 million was appropriated for new fellowships. These funds cover the cost of the award of new fellowships and the continuance of those awarded in previous years, as well as the cost of education allowances that accompany each fellowship (up to $3,500 for each fellow). The stipend (including allowances for subsistence and other expenses for the awardee and his dependents) is determined by the Commissioner of Education consistent with prevailing practices under comparable federally supported programs.

For Current Information Contact: Division of Graduate Programs, Bureau of Higher Education, U.S. Office of Education, Washington, D.C. 20202.

11. MODERN FOREIGN LANGUAGE FELLOWSHIP PROGRAM

Purpose

To provide support and encouragement to individuals for advanced training in languages designated as being of critical importance to the United States, and in related fields of study. Emphasis is on the languages of the non-Western world. The bulk of funds is allocated for graduate study, but limited numbers of postdoctoral and undergraduate awards are made.

Authorizing Legislation

Title VI of the National Defense Education Act of 1958 (P.L. 85-864), as amended.

Eligibility

Fellowships may be awarded to students who are preparing (1) to teach the selected language at an institution of higher education in the United States, or (2) to teach at an institution of higher education in the United States in another field in which proficiency in the language for which the fellowship is awarded is highly desirable, or (3) for employment in a professional or technical activity, governmental or nongovernmental (nonprofit and nonsectarian), which would contribute significantly to the conduct of the Nation's economic, cultural, educational, scientific, social, or political relations and in which proficiency in the language studied under the fellowship is highly desirable. In addition, the candidate must be willing to subscribe to the loyalty provisions of NDEA and must be a citizen or national of the United States or a resident whose immigration status and personal plans indicate that he will be able to make a continuing contribution to the manpower resources of this country.

Method of Operation

Following announcement of the year's program by the Office of Education, universities are invited to appoint a committee which will be responsible to the graduate dean for the preparation of program proposals and, after the Office allocates fellowship quotas, for the selection of principal and alternate candidates. The Committee chairman, who is normally the dean of the graduate school or his designee, has responsibility for running the program.

Each institution is limited to one proposal for each of the relevant areas: Southeast Asia, East Asia, South Asia, Middle East, Sub-Saharan Africa, East Europe and USSR, Northwest Europe, and Latin America. In its proposal, the institution must describe its language and area program, indicating its staff and library resources, and submit a statement of the university's views on the long-range significance of language and area studies and of its commitment to them. No proposal will be supported if it does not have an effective relationship between area work and advanced language training. Institutions receiving fellowship allocations make final determination among the candidates for the fellowships. Fellowship awards may be for a minimum of one eight-week summer term or a maximum of a summer followed by a full academic year. Fellowships may be renewed up to a maximum of four calendar years, and a period of study abroad under an NDEA-related Fulbright-Hays award (see Program No. 13) is considered part of this time limit.

Stipends of $450 are paid for summer study, $2,250 for the academic year, or $2,700 for summer and academic year. Tuition and nonreimbursable fees are paid. Allowances of $120 are paid for each dependent during the summer, $600 for the academic year, and $720 for the summer and academic year. A fellow may claim no more than 4 dependents. Travel costs to and from the graduate school are also paid.

Implications for English and Modern Foreign Languages

This is the largest grant program for the development of scholars and teachers of modern foreign languages and of the areas in which these languages are spoken. Interest in the program has been high. In 1959-60 only $500,342 was available; 361 students applied and 171 fellowships were awarded. In 1966-67, $5,506,000 was available; 3,426 students applied and 1,320 received awards. These students studied 63 languages at 63 graduate schools, 77% of which have NDEA Language and Area Centers. In the first eight years of the program, 3,767 graduate students were assisted, some for up to 4 years of study. Awards are made in what have been designated as the "critical" languages, including Spanish when the principal interest of the student is Latin America. French, German, and Italian are excluded, since manpower needs in these languages are less critical and since students of them are eligible to apply for support under the Title IV National Defense Graduate Fellowship Program (see Program No. 10).

In the summer of 1962, 33 postdoctoral fellowships were awarded for the first time. All were for summer study only. In the next summer, 37 awards were made, but these were reduced in 1964 to 13 awards when it was decided to support faculty of Language and Area Centers for study during the academic year. In 1965, 19 awards were made, 17 in 1966, and 11 in 1967.

In 1963, awards were made to 96 undergraduate students for summer study at special intensive language programs set up by Language and Area Centers. This number was increased to 196 in 1964, 389 in 1965, 474 in 1966, and 550 in 1967.

Funding

In FY 1968 and FY 1969, $12,700,000 was appropriated, which sum was shared with Program 4.

For Current Information Contact: Institute of International Studies, U.S. Office of Education, Washington, D.C. 20202.

12. TRAINING PROGRAMS FOR HIGHER EDUCATION PERSONNEL (EPDA)

Purpose

To establish new manpower resources for higher education and to improve existing programs for the preservice and inservice training at less than Ph.D. levels for junior college and undergraduate teachers, college administrators, and other higher education specialists.

Authorizing Legislation

Part E of the Education Professions Development Act of 1967 (P.L. 90-35).

Eligibility

Institutions of higher education, including two-year colleges, are eligible to apply, although institutions with well-established graduate programs and with a record of high quality for training higher education personnel will be given priority. Individuals eligible to apply for participation in supported programs include prospective and experienced junior college and undergraduate teachers, higher education specialists, and college and university administrators; their applications are made directly to training programs.

Methods of Operation

Eligible institutions of higher education apply directly to the U.S. Office of Education, which arranges to have all proposals reviewed and rated by expert panels of consultants. Encouragement is given to cooperative arrangements between two or more universities, colleges, or junior colleges, or other educational agencies. The application, however, must come from a single sponsoring institution of higher education. An institution may include more than one training proposal in its application, but all proposals must be included in the application. Inquire for the current application deadline. Proposals may be for three types of programs:

(1) Fellowships. One- and two-year fellowships will be awarded. These may be in any subject field, but special consideration will be given to proposals to train faculty and administrative personnel at community colleges and other undergraduate institutions. Stipends for the first year will be $2,400 plus $500 allowance for each dependent and for the second year $2,600 plus the same dependency allowance. The training institution receives an allowance of $2,500 for each fellow to cover tuition, instructional fees, and other training costs. Funds may not be used for programs which are eligible for support under Title IV of NDEA (see Program No. 10). Thus support under Part E is limited to (1) graduate training programs at all levels except the doctoral level for junior college, four-year college, and university teachers, and (2) graduate training programs at all levels for non-teaching higher education personnel, such as administrators, admissions officers, counseling and guidance personnel, and other non-faculty higher education specialists.

(2) Institutes. The institute is regarded as a highly flexible training instrument. It may last for one week or less, or involve a full-time program over a 12-month period; it may be an academic-year institute, be offered in the summer only, or be offered on a part-time basis of one day or several days a week. The institute may bring together individual participants or teams of departmental or institutional colleagues. The institute

may emphasize inservice or preservice training; substantive knowledge or new instructional methods or curricular innovations. Special training programs may be supported for college administrators, faculty, or educational specialists in a specific field, such as curriculum development, student financial aid, academic and institutional planning, etc. The institute may be at a university or at some other appropriate site in the United States. Federal funding may include salary costs for the institute director, staff, and instructors, plus indirect costs up to 8%. The stipends for full-time participants are $75 per week, $15 per week for each dependent, and remission of all tuition and instructional fees.

(3) Special Projects. The objective here is to encourage imaginative and significant proposals other than for fellowships and institutes. A project may be planned in relationship to a fellowship or institute training proposal, or it may be separate. It may be for the purpose of supporting an experimental, pilot training program or to launch or strengthen a fully operational program. Because of limited funds, priority will be given to the most imaginative, significant, and carefully conceived programs.

Implications for English and Foreign Languages

Since the awards for the first year of the program have not yet been announced, it is difficult to judge the extent to which English and foreign language training will be supported. Under the Title IV NDEA Graduate Fellowship Program about 25% of the fellowships are in these two areas, but since the Part E EPDA program does not restrict itself to teachers but includes college administrators and other specialists, it seems likely that the proportion of support for these two areas will be significantly less. However, training and retraining in subject matter fields will be a focal concern.

Funding

The Act authorizes an initial appropriation of $21.5 million in FY 1969 and $36 million in 1970. The President's FY 1969 Budget requested $15 million and $6.9 million was appropriated.

For Current Information Contact: Bureau of Higher Education,
U.S. Office of Education, Washington, D.C. 20202.

13. OVERSEAS ACTIVITIES IN SUPPORT OF FOREIGN LANGUAGE AND AREA STUDIES

Purpose

To provide overseas support for the strengthening of foreign language and area studies in American schools and higher education institutions.

Authorizing Legislation

Sec. 102(b)(6) of the Mutual Educational and Cultural Exchange Act of 1961 (P.L. 87-256, also called the Fulbright-Hays Act), and Sec. 104(b)(2) and (3) of the Agricultural Trade Development and Assistance Act of 1954 (P.L. 83-480).

Eligibility

As detailed below, eligible institutions include colleges and universities, local school systems, state education agencies, and nonprofit educational organizations, and eligible individuals include higher education faculty, advanced undergraduate and graduate students, schoolteachers and curriculum supervisors.

Method of Operation

The categories of support listed below are administered in the Institute of International Studies of the U.S. Office of Education, but the Board of Foreign Scholarships, whose secretariat is located in the U.S. Department of State, establishes all policies and exercises general supervision. Two major categories of support are distinguished.

I. Program Development Projects

A. The Foreign Curriculum Consultants Program enables American city and county school systems, state departments of education, colleges and universities (or consortiums of such institutions) and nonprofit educational organizations to obtain the service of foreign curriculum consultants to help improve and develop resources for foreign language and area studies. The consultants may serve in curriculum development projects or in related activities. Awards are for an academic year and include cost of maintenance and travel to and from the place of assignment. Applying institutions may name foreign candidates, or participating U.S. Embassies or overseas educational commissions will seek to recruit appropriate candidates.

B. The Foreign Studies Extension Program helps American colleges and universities (or consortiums of such institutions), state departments of education, and nonprofit organizations to extend their foreign language and area studies by means of group activities overseas. The grants may be used for projects to support student and faculty seminars overseas, to send faculty teams abroad to develop teaching or resource materials, and to support scholars and students in research and study in foreign countries. Grants for this program are not necessarily intended to finance them totally. Proposals may request support for international travel and for the costs of foreign maintenance, project-related travel, purchase of artifacts, books, and other such materials, and other approved local expenses necessary for the success of the project.

II. Development Projects for Individuals

A. The Graduate Fellowship Program enables higher education institu-

tions to nominate advanced graduate students, who plan teaching careers, to engage in dissertation research abroad. A participating institution may award grants to students enrolled in its foreign language and area studies program for the study of any modern foreign language except French, German, Italian, or Peninsular Spanish. Awards are for 7 to 12 months and include cost of travel, tuition, and maintenance. Only higher education institutions may submit proposals, pursuant to application instructions available from the Institute of International Studies.

B. The Faculty Research/Study Program enables secondary school systems, state departments of education, and colleges and universities to nominate individual teachers or curriculum supervisors to engage in scholarly research abroad, or to pursue study projects abroad, that will improve teaching methods or curricula in foreign language and area studies. Awards are for 2 to 12 months and include cost of travel, tuition, and maintenance. These awards will not be made in support of Ph.D. dissertation research. Eligible individuals interested in going abroad under the auspices of this program must apply directly to the institutions in which they are currently enrolled or employed.

Implications for English and Foreign Languages

These programs are relevant only to foreign language (and area) studies. Funding has been limited and immediate prospects are poor. The Office of Education anticipated the following level of activity in 1969-70; Foreign Curriculum Consultants Program, 30 grants; Foreign Studies Extension Program, 100 grants; Graduate Fellowship Program, 125 grants; Faculty Research/Study Program, 95 grants.

Funding

In FY 1968, $3 million was appropriated for these activities under P.L. 87-256, and the Office of Education also was authorized to draw upon $100,000 in P.L. 83-480 funds, available to American students and researchers only as foreign currencies in Burma, Ceylon, Guinea, India, Israel, Pakistan, Poland, Tunisia, the United Arab Republic, and Yugoslavia. In FY 1969, Congress appropriated $3,000,000 for relevant P.L. 87-256 activities and authorized the use of $800,000 in P.L. 83-480 funds.

For Current Information Contact: Institute of International Studies, U.S. Office of Education, Washington, D.C. 20202.

14. EDUCATIONAL PERSONNEL DEVELOPMENT GRANTS (EPDA)

Purpose

To improve the quality of teaching and to help meet critical shortages of adequately trained educational personnel in elementary and secondary schools through special training programs.

Authorizing Legislation

Parts C and D of the Educational Professions Development Act of 1967 (P.L. 90-35).

Eligibility

Institutions and agencies: Eligible applicants are colleges and universities, state education agencies, and local education agencies. Personnel: All educational personnel are eligible—teachers, administrators, teacher aides, trainers of teachers, and other specialized personnel directly related to preschool, elementary, and secondary school programs, including vocational and post-secondary vocational and adult education programs. State education agency personnel who are directly supervising or training personnel serving or preparing to serve in school programs are also eligible. Kinds of training: Projects may include preservice and inservice, short-term, long-term, and part-time training. They may be directed to all graduate degrees granted by institutions of higher education. Curriculum areas: There are no restrictions as to subject fields, except training for religious vocations.

Method of Operation

Project proposals for Educational Personnel Development Grants normally will have a deadline of 1 July and awards are announced on or about 1 January. Three types of proposals may be submitted: planning, pilot, and operating. Planning grants are available primarily to assist institutions and agencies which have not been able to participate in Federal programs because they lacked the resources for the development of acceptable proposals. These planning grants, which will generally be below $10,000, will be used to assist in project preparation, to make a needs assessment, to assemble the institutions and agencies that will be involved in the project, and to write the proposal document. Pilot projects are designed to encourage small-scale trial before launching a program of training, particularly programs which are innovative and for which there is little or no evidence of effectiveness or efficiency in meeting personnel needs. Operating projects will include those which have moved through the planning and pilot stages. Applicants may capitalize on the results of pilot projects conducted elsewhere and request funds initially for operating grants. Continued funding of operating projects will be contingent on satisfactory annual evaluations and the contribution of the project to meeting needs that continue to be of high priority. A small percentage of the funds will be available for special grants which will support projects of outstanding merit that do not conform with the timing or substance suggested by guidelines. In its review of proposals, the Office of Education will use outside readers and consultants who are experts in the field of concern of the proposal. Considerations will be: (1) promise of the project in making substantial progress toward meeting the needs identified; (2) the potential impact of the project; (3) the project's attempt to improve on past practices through new and innovative approaches; (4) the types of

resources the project utilizes; (5) the combinations of utilizations of resources that are made with other Federal, state, local, or private programs; (6) the extent to which the projects capitalize on combinations of substance and method of education; (7) the extent to which the training institution or agency will be strengthened by the project; (8) adequacy of arrangements for evaluation and dissemination; (9) adequacy of project direction and staffing. Proposals submitted by local education agencies must describe the role of the state education agency in planning and developing the project and demonstrate that the needs to be met by the project are consistent with statewide evaluation. Since there are about 20,000 eligible local education agencies, and since Federal funds are limited, their proposals should not be too local in their concerns. Thus the review process will give particular attention to the magnitude of the needs addressed, the combining of its resources with other institutions and agencies in devising and carrying out the project, and arrangements for consultative services.

Implications for English and Foreign Languages

This program absorbs six earlier programs: NDEA Title XI Institutes for Advanced Study, NDEA Title V-B Counseling and Guidance Institutes, Arts and Humanities Institutes authorized by the National Endowment for the Arts and Humanities Act, Experienced Teacher Fellowships, Prospective Teacher Fellowships, and Institutional Grants for Training Programs authorized by the Higher Education Act of 1965. In these earlier programs, English and foreign languages have been well represented. The NDEA institute program has supported hundreds of summer and academic year institutes for many thousands of teachers of French, Spanish, German, Italian, Russian, Chinese, as well as English, including English for speakers of other languages. The Experienced Teacher Fellowship Program in its first three years awarded 4,000 fellowships, at a cost of $35 million. Of these, 291 fellowships were for the study of English and 199 for the study of foreign languages, including the classics. These represent about 12% of the total program. Cost of the fellowships in English was about $2,235,000 and for foreign languages $1,506,000.

It is too early to determine whether these subjects will continue to receive proportionately the same attention under the new guidelines. Given the increased flexibility and the broadened eligibilities for training in the new law, it would appear that the involvement of these two disciplines would decline proportionately. But, nevertheless, the program remains the major Federal resource for training of elementary and secondary school teachers of English and foreign languages at institutions of higher education, and if support for this training is to continue, it is vital that English and foreign language departments develop quality proposals for Federal financial support.

In FY 1969, the first year of awards under the administration of Parts C and D of the Educational Professions Development Act, the following relevant awards were made (for programs in the summer of 1969 and academic year 1969-70): foreign languages, institutes for 1,456 participants ($2.6 million) and 74 fellowships ($516,000); English, institutes for 4,637 participants ($3.2 million) and 213 fellowships ($1.8 million); arts and humanities, institutes for 1,022 participants ($808,500) and 77 fellowships ($702,000); English for speakers of other languages, institutes for 658 participants ($1.1 million) and 75 fellowships ($552,000); bilingual education, institutes for 176 participants ($426,100) and 40 fellowships

($344,800); and international affairs, institutes for 475 participants ($495,000) and 20 fellowships ($146,000).

Funding

FY 1969 was the first year of these programs under Parts C and D of the Educational Professions Development Act of 1967. The Act authorized appropriations of $275 million for both parts; the President's budget requested $96,900,000, and the Congress appropriated $80 million.

For Current Information Contact: Division of Program Administration, Bureau of Educational Personnel Development, U.S. Office of Education, Washington, D.C. 20202.

15. NATIONAL ENDOWMENT FOR THE HUMANITIES

Purpose

To strengthen education, to develop new knowledge, and to disseminate broadly the insights and values of the humanities and humanistic social sciences in such a way that these fields make their maximal contribution to the life of the nation now and in the future.

Authorizing Legislation

National Foundation on the Arts and Humanities Act of 1965 (P.L. 89-209), as amended.

Eligibility

As detailed below, eligible institutions include colleges and universities, local school systems, and nonprofit educational organizations; eligible individuals are higher education faculty and other individuals.

Method of Operation

The Endowment for the Humanities is headed by a Chairman appointed by the President. He chairs the 26-member National Council on the Humanities, which advises on policies, programs, and procedures, and reviews applications for support and makes recommendations thereon to the Chairman.

I. Education Program

The general purpose of the education program is to improve the quality of teaching in the humanities whether in formal courses or in the exercise of extramural responsibilities. A high priority is given to proposals attempting to relate humanistic instruction to problems of immediate national concern, particularly urban and minority problems. Projects of limited scope and carefully defined purpose are favored. Possible projects may involve curriculum revision or a consortium approach among several institutions of higher learning. Proposals which offer an increase in the involvement of higher education in humanistic instruction in elementary and secondary education are invited.

II. Public Program

A major objective of the Endowment is to provide support for projects aimed at creating understanding and use of the humanities among the general public. Such projects must be submitted by a nonprofit institution or organization and may be local, regional, or national in scope. Available funds are extremely limited.

III. Research Program

The objective of the research program is to stimulate and support research and writing that contribute to the national welfare through the discovery of knowledge in the humanities and its dissemination. Special interest is given to research and writing that have contemporary social relevance. In evaluating research proposals, the Endowment attempts to strike a balance between (1) those which are of intrinsic importance to the development of scholarship and knowledge, and (2) those which are of significant value in relating humanistic scholarship to national life. At present, low priority is given to archival projects, bibliographies, catalogs, and concordances and other scholarly tools.

In general, grants will not exceed $10,000 (a very limited number of major grants can be supported).

IV. Fellowship Program

Support is available to younger humanists for uninterrupted full-time study through two programs, one for six to nine months of support and one for summer stipends. (Support to senior humanists will be available when appropriations permit.) The purpose is to give promising young humanists time free for study at a relatively early point in their careers so that they can develop their capacities to contribute significantly to humanistic knowledge and to the national welfare through research and teaching. Applicants must have been born after 14 October 1928 and they must have completed their professional training. Degree candidates are not eligible. Summer awards provide $1,500 for two continuous months, and the longer program (six to nine months) provides a $1,000 stipend per month.

Implications for English and Foreign Languages

The legislation which created the National Endowment for the Humanities contains the following definition: "The term 'humanities' includes, but is not limited to, the study of the following: language, both modern and classical; linguistics; literature; history; jurisprudence; philosophy; archaeology; the history, criticism, theory, and practice of the arts; and those aspects of the social sciences which have humanistic content and employ humanistic methods." Since a major proportion of humanistic instruction in American education falls into the field of languages and literatures, a substantial amount of support should be expected in relevant areas. In the Education Program, $40,000 was granted to the American Classical League to strengthen instruction in Latin in the secondary schools. Major support in the Research Program has been given to the Center for Editions of American Authors, administered by the Modern Language Association, to coordinate the preparation of full and accurate editions of major American writers. Some 167 scholar-editors are at work on the first ten CEAA editions in 80 universities in 33 states, to produce some 400 volumes. Numerous NEH fellowships and summer stipends have been awarded for study in modern languages and literatures.

Funding

In FY 1967, $2 million was appropriated for NEH programs, in FY 1968, $3,500,000, and in FY 1969, $3,700,000.

For Current Information Contact: National Endowment for the Humanities, 1800 G St., N.W. Washington, D.C. 20506.

16. NATIONAL ENDOWMENT FOR THE ARTS

Purpose

To support the development and growth of the arts throughout the United States and to provide opportunities for wider appreciation of the arts and the encouragement of excellence.

Authorizing Legislation

National Foundation on the Arts and the Humanities Act of 1965 (P.L. 89-209). The Act transfers the National Council on the Arts, established by the National Arts and Cultural Development Act of 1964 (P.L. 88-579), from the Executive Office of the President to the National Endowment for the Arts.

Eligibility

Grants (mostly for 50% or less of the total costs) may be made to groups or individuals for the purpose of supporting productions, projects, studies and surveys, and workshops. A "group" may be a state, a non-profit society, an institution, museum, etc.

Method of Operation

The Endowment for the Arts is headed by a Chairman appointed by the President. He chairs the 26-member National Council on the Arts, which advises on policies, programs, and procedures; reviews applications for financial assistance; recommends ways to maintain and increase cultural resources in the United States; and proposes methods of encouraging private initiative in the arts. It also advises and consults with Federal, state and local agencies on methods of coordinating existing resources and facilities.

The arts are defined to include instrumental and vocal music, dance, drama, folk art, creative writing, architecture and allied fields, painting, sculpture, photography, graphic and craft arts, industrial design, costume and fashion design, motion pictures, television, radio, tape and sound recording, and the arts related to the representation, performance, execution, and exhibition of the major art forms.

During the 1965-67 period, grants were made in the field of architecture and allied fields, paintings, sculpture, photography, graphic and craft arts, industrial design, costume and fashion design, motion pictures, television, radio, tape and sound recording, and the arts related to the representation, performance, execution, and exhibition of the major art forms. In addition to the grant program, the National Endowment for the Arts also administers a program of matching (50%) funds which is automatically equally alloted to the states each year for the purpose of supporting productions, projects, etc., in the arts.

Implications for English and Foreign Languages

This is the first Federal agency in the history of our government to have the specific responsibility to encourage the development and growth of the arts and professional activity and training in the arts. Most of the Endowment's activities affect the theatre, ballet, painting, sculpture, and music. There is, however, concern for literature, particularly for individual novelists, poets, and journalists. It provided, for example, support for the first international conference held in the United States by American

P.E.N. (Poets, Playwrights, Essayists, and Novelists) and for the National Music Camp at Interlochen, has assisted individual novelists, poets, and journalists, and has provided one-year sabbaticals allowing teachers to pursue creative works. It has also provided emergency matching grants permitting continuing operation of the New York Shakespeare Festival and has created an annual American literary anthology.

Funding

In FY 1967, $4 million was appropriated for grants, and in FY 1968, $4,500,000. In both FY 1967 and FY 1968 $2 million was appropriated for distribution directly to states. In FY 1969, a total of $5,400,000 was appropriated.

For Current Information Contact: National Endowment for the Arts, 1800 G St., N.W., Washington, D.C. 20506.

17. EDUCATIONAL EXCHANGES

Purpose

To increase mutual understanding between the people of the United States and of other countries by means of educational and cultural exchange; to promote international cooperation for educational and cultural advancement; to assist in the development of peaceful relations between the United States and other countries.

Authorizing Legislation

The Mutual Educational and Cultural Exchange Act of 1961 (P.L. 87-256, known as the Fulbright-Hays Act) and the Agricultural Trade Development and Assistance Act of 1954 (P.L. 83-480).

Eligibility

The applicant must be a U.S. citizen, show professional or scholastic competence, and be proficient enough in the language of his proposed host country to pursue his project. He should "be able to contribute to a full and fair picture of the civilization of the United States and have a serious interest in other cultures and other peoples."

Method of Operation

Grants are available for Americans to go abroad to study, to teach, to lecture, or to conduct research. The programs for each of these activities is discussed below.

I. To Undertake Graduate Study

Grants are available to holders of the bachelor's degree or its equivalent to undertake graduate study or research abroad or to take professional training abroad in the creative and performing arts. The grant is for one academic year and is sometimes renewed. Preference is given to candidates under 35. Those with doctoral degrees should apply not for a student grant but for a research grant awarded by the Conference Board of Associated Research Councils (see below). Grants include roundtrip transportation, tuition, maintenance, books, and health accident insurance. They vary with the cost of living in different countries. No transportation and usually no maintenance is provided for dependents.

Students on campuses should apply through the local Fulbright Program Adviser; those off campus should apply to the Counseling Division, Institute of International Education, 809 United Nations Plaza, New York, N.Y. 10017. Annual competition normally opens on 1 May of each year and applications are due by November and are selected by the presidentially-appointed Board of Foreign Scholarships.

II. To Teach in Elementary and Secondary Schools Abroad

Grants are made available to American teachers to teach in elementary and secondary schools abroad for a full academic year. There is either a direct interchange of positions with foreign teachers or a teaching assignment is made without a foreign teacher being exchanged. The teacher must have a B.A. degree and at least 3 years of teaching experience. He must be either a teacher of elementary and secondary school subjects or a college instructor or assistant professor. Teachers receive transportation and a stipend, with supplemental allowances for teachers going to countries other than in Western Europe.

Grants are also made to U.S. teachers of foreign languages, social studies, or education for 6 to 8 weeks of professional study and intensive training in their specialized fields in France, Germany, Italy, and India during the summer months.

Applications are made between 1 September and 1 November to the Institute of International Studies, U.S. Office of Education, Washington, D.C. 20202. Applications are first reviewed by staff of the USOE and then by the binational Educational Commission of the U.S. Embassy and the host schools abroad. Final selection is made by the Board of Foreign Scholarships.

III. To Lecture or Teach in a University Abroad

Grants are made to U.S. citizens to lecture in institutions of higher learning abroad. Awards are for a full academic year or a single semester, although some shorter-term awards are available in certain countries. Lectureships are available in virtually all fields at all university levels. A Ph.D. degree or college or university teaching at the level for which application is made is required. He must have a minimum of one year of college teaching experience. Grants vary, but normally roundtrip transportation is included, and a small allowance for books, educational materials, and services and living expenses. Allowance for dependents is not provided.

Application is made to the Committee on International Exchange of Persons, Conference Board of Associated Research Councils, 2101 Constitution Avenue, N.W., Washington, D.C. 20418. Lectureships are announced in March with deadline for applications the previous May. Selection is made by the Board from a register of U.S. professors who have shown an interest in lecturing abroad. Applications are reviewed by screening committees in the various academic disciplines and by the Board's Committee on International Exchange of Persons. The papers of the candidates are forwarded to the binational Educational Commissions and U.S. Embassies for a review and placement. Final selection is made by the Board of Foreign Scholarships.

IV. To Conduct Advanced Research Abroad

Grants are made to U.S. citizens wishing to undertake postdoctoral research at overseas universities, colleges, and certain research institutes and centers. There are no restrictions on fields of study. Study may be undertaken in only one country and usually for one full academic year, although in some cases six-month projects are considered. The applicant must have a Ph.D. degree or have recognized professional standing. He must show that residence in the host country is necessary to his project plan. Usually roundtrip transportation for the grantee only and necessary living expenses for the grantee and his accompanying dependents are provided. The amounts vary according to the cost of living.

Application is made to the Committee on International Exchange of Persons, Conference Board of Associated Research Councils, 2101 Constitution Avenue, N.W., Washington, D.C. 20418. Applications are due by 1 June of the year preceding the year in which the grants are tenable. Screening committees in the various academic disciplines, the Committee on International Exchange of Persons, and the binational Educational Commissions and U.S. Embassies all make recommendations to the Board of Foreign Scholarships, which makes the final selection.

V. To Serve as an American Specialist

The Department of State invites distinguished Americans to lecture and serve as consultants abroad for 1 to 3 month periods. The grants are designed to promote mutual understanding and strengthen foreign relations by demonstrating achievements and interpreting U.S. policies and institutions. Candidates are suggested by U.S. Foreign Service posts, by universities, foundations, professional associations, and similar organizations as well as by former grantees. Transportation expenses are paid and a modest monetary compensation is included. The program is conducted by the Division for Americans Abroad, Bureau of Educational and Cultural Affairs, Department of State, Washington, D.C. 20520.

Implications for English and Foreign Languages

Since 1949 some 30,000 American graduate students, schoolteachers, and higher education faculty members have been supported in study, research, or teaching abroad. A significant proportion of these individuals have been teachers of English and foreign languages.

Funding

In FY 1968, $32 million was allocated by the Department of State for these programs. However, new policies to discourage travel abroad by American citizens have resulted in drastic appropriations cuts by the Congress for FY 1969, and severe curtailment of the program is expected.

For Current Information Contact: The various agencies identified above.

18. FINANCIAL AID FOR COLLEGE STUDENTS

Purpose

A number of substantial programs of Federal financial aid for college students exist in order to assure that no qualified youth is denied an education beyond high school because of lack of necessary funds. For FY 1969, $538,300,000 was appropriated for these programs. They are described briefly here, since they offer supplementary assistance to all students, including those who major, or plan to major, in English or foreign languages. In the case of each program, the interested individual should address inquiries to the Student Financial Aid Office at his college or the college he hopes to attend. The college directly administers assistance in the first three programs and must match Federal funds in varying proportions. More detailed information about any of the programs may be obtained from the Division of Student Financial Aid, Bureau of Higher Education, U.S. Office of Education, Washington, D.C. 20202.

I. National Defense Student Loan Program

An applicant must meet a "need test" which clearly indicates he cannot attend college without the loan. In each academic year the undergraduate borrower is limited to $1,000, up to a total of $5,000, and a graduate student borrower is limited to a maximum of $10,000, including the amount he may have borrowed as an undergraduate. Repayment begins nine months after he ceases at least half-time study, and the repayment period extends over a 10-year period at 3% interest. In the past, if the borrower became a full-time teacher in a school or college his loan was cancelled at the rate of 10% for each year of teaching, up to a total of 50% of the loan. However, loans made after 1 July 1970 will not be cancellable in any respect, unless the borrower becomes a teacher in a designated elementary or secondary school in a deprived area. Nearly all colleges participate in this program, and since it began in 1959 loans have been given to nearly 5% of all college students. More than $1 billion has been loaned to more than one million students. (The program was authorized in the NDEA of 1958 [P.L. 85-864] and has been extended and amended a number of times.)

II. College Work Study Program

An applicant must be in need of earnings in order to pursue his studies (and he may concurrently be the recipient of a National Defense Student Loan). The college assigns him to a job either on the campus or in a nonprofit agency off the campus, and it pays his wages. Students may work for not more than 15 hours in any week in which classes are in session and not more than 40 hours in any other week (break periods, summer vacations). Graduate students may be given teaching assistantships under this program. Most institutions participate, and in the first three years nearly $400 million was provided by the Federal Government. (The program was authorized in the Economic Opportunity Act of 1965 [P.L. 88-452].)

III. Educational Opportunity Grants

This is the only Federal straight grant program for undergraduates in which students of English or foreign languages are eligible. It is open only to students of exceptional financial need who show evidence of academic or creative promise and capability of maintaining good standing. Grants are awarded for up to four years and may not exceed $800 a year. If the student was in the upper half of his class in the previous year, he may

receive an additional $200. In 1968-69, more than a quarter million students received grants, with $140.6 million in Federal contributions. (The program was authorized by the Higher Education Act of 1965 [P.L. 89-329].)

IV. Guaranteed Student Loan Program

This program is open to all undergraduate and graduate students, regardless of aptitude, career intention, or need. The student may obtain an application from his school, bank, or other lending institution. The completed application is filed with the lender, who, if he agrees to make the loan, forwards the application to the federally designated guarantee agency in that state. If the agency agrees to guarantee the loan against default, it notifies the lender who disburses funds either directly to the student, or to the college, in the student's name. Generally, a maximum of $1,500 may be borrowed for an academic year. If the student comes from a family with an adjusted annual income of less than $15,000, the Federal Government will pay the interest on the loan up to 7% while the student is in school and 3% of the interest during the repayment period. Students whose adjusted family income exceeds $15,000 may be eligible to borrow, but will be responsible for paying all interest themselves. Repayment of the loan commences not later than 12 months following graduation or withdrawal from college. (The program was authorized in the Higher Education Act of 1965 [P.L. 89-329].)

19. BILINGUAL EDUCATION PROGRAMS

Purpose

To assist local education agencies to develop and carry out new and imaginative elementary and secondary school programs designed to meet the special educational needs of children of limited English-speaking ability.

Authorizing Legislation

Title VII of the Elementary and Secondary Education Act of 1965, as amended (P.L. 89-10). The Bilingual Education Act contained in Title VII was included among the amendments to the Act in 1967.

Eligibility

A grant may be made to a local education agency or agencies, or to an institution of higher education applying jointly with a local education agency. "Children of limited English-speaking ability" means children who come from environments where the dominant language is other than English.

Method of Operation

Applications for grants are made directly to the U.S. Commissioner of Education. The grants may be used for three kinds of projects: (1) Planning for and taking other steps leading to the development of programs designed to meet the special educational needs of children of limited English-speaking ability in schools having a high concentration of such children from poor families. These projects may include research projects, pilot projects designed to test the effectiveness of plans, and the development and dissemination of special instructional materials for use in bilingual education programs. (2) Providing preservice training to prepare persons to participate in bilingual education programs as teachers, teacher-aides, or other ancillary educational personnel and for providing inservice training to improve the skills of persons already engaged in bilingual education programs. (3) Establishment, maintenance, and operation of programs, including acquisition of necessary teaching materials and equipment designed to meet the special educational needs of children of limited English-speaking ability in schools with high concentrations of poor children.

The Commissioner is obliged to establish criteria (where feasible, in cooperation with the state educational agency) for judging applications. The criteria must be developed on the basis of a consideration of (a) the geographic distribution of children of limited English-speaking ability, (b) the relative need of persons in different geographic areas within the state for bilingual education programs, and (c) the relative ability of particular local educational agencies within the state to provide those services and activities. The applicant must provide for the participation of children enrolled in nonprofit private schools. Before the application can be acted upon, the state education agency must be notified of it and given opportunity to offer recommendations.

An Advisory Committee on the Education of Bilingual Children consisting of nine members advises the Commissioner on the preparation of general regulations and on general policy matters. Four of the nine members must be experienced in dealing with the educational problems of

bilingual children. Application deadlines are announced by the Commissioner. There is open competition, but proposals will also be solicited.

Implications for English and Foreign Languages

The program is expected to give emphasis to three activities: (1) intensive training of teachers, (2) organizing school programs which serve large numbers of bilingual children, (3) the collection and sequencing of teaching materials. Focus will be on those schools with the largest concentrations of poor children whose native tongue is other than English. It is highly likely that most of the resources will be given over to experimental and demonstration projects.

Participation of institutions of higher education is specifically authorized, but they must be joint applicants with a local education agency. However, if the agency applies alone it may still subcontract with an institution of higher education. This will probably most often be done in the area of training and the preparation of teaching materials.

Funding

In the first year, FY 1968, nothing was appropriated. In FY 1969, $15 million was authorized and $7,500,000 was appropriated.

For Current Information Contact: Division of Bilingual Education, Bureau of Elementary and Secondary Education, U.S. Office of Education, Washington, D.C. 20202.

20. SPECIAL PROGRAMS FOR EDUCATIONALLY DEPRIVED CHILDREN

Purpose

To assist local education agencies to establish special projects designed to meet the needs of educationally deprived children in attendance areas with high concentrations of low-income families.

Authorizing Legislation

Title I, Elementary and Secondary Education Act of 1965 (P.L. 89-10), as amended.

Eligibility

Funds are allocated under this program according to a formula (see Funding) based on the number of poor children in a school district. The Act provides that eligibility be determined on a district basis, if satisfactory data are available. Over 97% of the nation's school districts are eligible for Title I funds. Amendments authorize funds for State-operated and controlled schools for handicapped children and provide for migrant children, Indian children, neglected and delinquent children, and foster children living in foster homes in the school district.

For a project to be eligible for support, the local education agency must design it to meet certain of the special educational needs of educationally deprived children in an area of the school district designated as having large concentrations of poor children. The project must be of sufficient size, scope, and quality to give reasonable promise of substantial progress toward meeting those needs. However, though the formula based on family income determines which school districts are eligible for assistance, educational, not financial, need determines which children may benefit. The project may be designed for children who are not currently attending school, e.g., school dropouts and preschool children. The project may also include adults, provided that their participation supplements a program carried out at the elementary or secondary school level for the benefit of educationally deprived children.

Private schools are not eligible to receive grants, but local education agencies must provide opportunities for the participation of private school children to the extent consistent with the number of educationally deprived children in areas served by the program who are enrolled in private schools. Title I funds may not be used to pay for salaries of private school teachers. However, special education services may be provided on private school premises, including therapeutic, remedial, welfare, health, and guidance and counseling services, when these services are designed specifically to meet needs of educationally deprived children and when they are not normally provided by the private school.

Method of Operation

For a state to participate in the program it must submit a formal application and include assurances that it will administer the program and submit reports in accordance with the provisions of the Act. Following approval of its application, it furnishes to the Office of Education a description of how it will staff, organize, and administer the program. It must suballocate basic grant funds to local education agencies; assist them in developing projects; and approve projects submitted to it.

Implications for English and Foreign Languages

On the basis of the first year's experience, Title I is expected to have an important impact on the language arts, particularly in the elementary grades. About 70% of the projects approved include provisions for special remedial work in reading, speaking or writing. About 476,000 preschool children received training in language skills through Title I projects costing about $64 million. About 70% of the projects are supporting "new," as contrasted with "continued," services, and many of these involve "special" courses which, if refined and further developed, may result in major changes in the traditional curriculum, particularly in the course content and methods of teaching the language arts.

Teachers are being trained with Title I funds in much larger numbers than had been anticipated. About $30 million is being spent; some of the training is being done by universities and much of it is in the language arts. In some cases course credit is given. An estimated $250 million in Title I funds is being devoted to libraries, instructional materials, and audio-visual and laboratory equipment, and early reports show that the language arts are the chief beneficiaries.

Because of the nature of the program and because of the emphasis on disadvantaged children in preschool and primary grades, it is unlikely that foreign language instruction will be an important component of Title I projects, nor will English and American literature, although communication skills at the high school level will be given increasing attention.

Funding

The funding level was calculated by a formula contained in the Act which is based on the number of children (ages 5-17) living with families with incomes of $2,000 or less, plus children in families with incomes in excess of $2,000 derived from welfare payments under the Social Security Act (Aid to Dependent Children), times one-half of the State per pupil expenditures (when the State expenditure is less than the national average expenditure, the national average is used). The amount of funds that can be granted to a local education agency could not exceed 30% of the amount budgeted for current expenditures. Amendments in 1966 increased this figure to 40% for 1967 and 50% in 1968. The formula takes into account numbers of children living in foster homes and in institutions for neglected or delinquent children, and migrant children. In FY 1966, $959 million was appropriated; in FY 1967, $1,053,410,000; in FY 1968, $1,191,000,000; in FY 1969, $1,123,127,000.

For Current Information Contact: Division of Compensatory Education,
Bureau of Elementary and Secondary Education,
U.S. Office of Education, Washington, D.C. 20202.

21. SCHOOL LIBRARY RESOURCES, TEXTBOOKS, AND OTHER INSTRUCTIONAL MATERIALS

Purpose

To make grants to states for the acquisition of school library materials, textbooks, and instructional materials for the use of children and teachers in both public and private elementary schools, particularly in those schools with the greatest need for them.

Authorizing Legislation

Title II, Elementary and Secondary Education Act of 1965 (P.L. 89-10), as amended.

Eligibility

All public elementary and secondary schools are eligible for grants from state allocations. Though private schools are not eligible applicants, library materials, textbooks, and instructional materials must be made available to private school teachers and students. The books and materials belong to the public agency but are loaned to the private school teachers and students. Amendments extend provisions to Bureau of Indian Affairs schools and to Defense Department overseas schools.

Method of Operation

Each state must submit to the U.S. Office of Education a plan for the operation of its Title II program. The plan designates one state agency, usually the state department of education, which will be responsible for administering and supervising the entire program. Since the Act requires that materials be made available according to the "relative need" of local schools, the state plan must set forth criteria used to determine this need. It must also give assurances that these materials will be provided on an equitable basis for the use of children and teachers in private schools. The plan must provide assurance that Federal funds will be used to improve present programs serving the purposes of Title II and not supplant state, local, or private school funds already being spent for these purposes. Once the plan is approved, in most states local education agencies submit project proposals to the state education agency. The local agency must show that the materials requested are those most needed and that these have been identified through cooperative efforts of all personnel involved, including librarians and teachers.

State plans for the distribution of materials acquired under Title II vary considerably. Some local education agencies have a central depository where all children and teachers may check out materials; others have a centralized school library which services one or more schools; still others have established instructional materials centers.

Implications for English and Foreign Languages

Early indications are that the language arts will be the chief beneficiary of the Title II program. The greatest need is for elementary school library resources, particularly those concerning the language skills. Forty-five of the states are devoting 50% or more of their Title II funds to library materials. However, as these needs are met, more and more states are expected to give increasing attention to audio-visual and other instructional materials. These materials include books, periodicals, documents,

maps, charts, globes, magnetic tapes, tr[illegible]arencies, recordings, films, or other printed and published or audio-visual materials. A good proportion of this activity has been in the language arts.

Funding

In FY 1966, $100 million was appropriated; in FY 1967, $102 million; in FY 1968, $99.2 million; and in FY 1969, $50 million. Funds are allocated to the 50 states on the basis of the total number of children enrolled in public and private elementary and secondary schools in relation to the total number in all states. Provision is made for funds to other United States territories.

For Current Information Contact: Instructional Resources Branch, Division of Supplementary Centers and Services, Bureau of Elementary and Secondary Education, U.S. Office of Education, Washington, D.C. 20202.

22. SUPPLEMENTARY CENTERS AND SERVICES (PACE)

Purpose

To encourage school districts to develop imaginative solutions to educational problems; to utilize more effectively research findings; and to create, design, and make intelligent use of supplementary centers and services. The program encourages the development of innovations, the demonstration of worthwhile innovations in educational practice through exemplary projects, and the establishment of supplementary centers and services. The program carries the popular designation "PACE" (Projects to Advance Creativity in Education).

Authorizing Legislation

Title III, Elementary and Secondary Education Act of 1965 (P.L. 89-10), as amended.

Eligibility

Only public local or intermediate education agencies are eligible to submit applications for grants. These agencies may represent a combination of school districts or counties which the state recognizes as administrative agencies for public elementary or secondary schools. Such a combination may include interstate groupings of eligible applicants. Although the public educational agency must be the applicant, it may subcontract for certain services. A considerable number of agencies have turned to colleges and universities for these services. The entire contract, however, may not be subcontracted. Project proposals should include provisions for nonprofit private school children in the geographical area whose education needs are appropriate to the project.

Method of Operation

In the first three years of the program (1966-68) all applications were submitted directly to the U.S. Office of Education for approval. The ESEA Amendments of 1967, however, specify that in FY 1969 75% of the appropriations are for projects to be approved by the state education agency under a state plan to be submitted for approval to the U.S. Commissioner of Education. The remaining funds continue to be under the control of the Commissioner, i.e., local education agencies apply directly to the U.S.O.E. and submit copies to the state education agency, which makes its recommendations to the Commissioner.

The state plan must set forth criteria for achieving an equitable distribution of the funds, and it must set forth a detailed program, including educational needs and their basis, and how the funds will be spent to meet those needs. A state advisory committee must be established within the state education agency and must be broadly representative of the cultural and educational resources of the state. The committee advises the state education agency on the preparation of its state plan and reviews and recommends action on applications from the local education agencies. The U.S. Commissioner reviews the state plan, and if he finds that only a portion of it meets the requirements of the law, he may allocate as little as 50% of the state's allotment. The local education agencies within the state would then be invited to apply directly to the Commissioner for the funds withheld. The presidentially appointed National Advisory Council on Supplementary Centers and Services reviews and evaluates the admin-

istration, operation, and general effectiveness of both the state plan and the Commissioner's program. Fifteen percent of all Title III funds are to be used for the education of handicapped children.

Applications submitted to the Commissioner in FY 1969 will be reviewed and rated by professional consultants. The Commissioner's staff is expected to work with selected big cities and rural areas in developing special programs in these areas of national concern: large city ghetto schools, remote, sparsely-settled rural areas, minority groups, early childhood education, individualized instruction.

In developing its application, the local education agency is expected to involve persons broadly representative of the cultural and educational resources of the area. These include colleges and universities. Participation of teachers and other school personnel is particularly encouraged. Other resources would include state education agencies, private schools, educational laboratories and research and development centers, libraries, museums, musical and artistic organizations, educational radio and television stations, private foundations, community youth organizations, technical institutes, private industry, professional associations, and community action agencies.

A project may be supported for up to three years. To receive support for this time, the applicant must indicate methods for phasing out Federal support through cost absorption by local or other funding. Cooperative funding from other public and private state and local sources is encouraged.

Implications for English and Foreign Languages

In the first two fiscal years of the program, the U.S.O.E. received 5,011 proposals requesting $521 million, two and a half times the amount available. Of this number, 2,236 projects costing $195.6 million were supported. Of these approved projects, 73 costing $7.4 million were in language arts, 33 costing $2.8 million were in foreign language study, 37 costing $7.7 million were in bilingual education (almost all of which involved English and Spanish), and 122 projects costing $13.1 million were in reading. Thus about 17% of the Title III funds were devoted to these subjects. The projects covered a wide range of activities, including inservice training, demonstrations of individually prescribed instruction, development of special instructional materials, and team-teaching in foreign languages. College faculty have been used to provide inservice training and to help in designing special curriculum projects.

Funding

In FY 1966, $75 million was appropriated; in FY 1967, $135 million; in FY 1968, $187.8 million; and in FY 1969, $165.8 million. Half of a state's allotment is made on the basis of the school age population and the other half on the basis of the total population, after each state is allotted $200,000. Funds are also allotted to schools operated by the Bureau of Indian Affairs and overseas dependents schools operated by the Defense Department.

For Current Information Contact: Division of Plans and Supplementary Centers, Bureau of Elementary and Secondary Education,
U.S. Office of Education, Washington, D.C. 20202.

23. GRANTS TO STRENGTHEN STATE DEPARTMENTS OF EDUCATION

Purpose

To strengthen the leadership resources of state education agencies and to assist these agencies in the establishment and improvement of programs to identify and meet educational needs of states and local communities.

Authorizing Legislation

Title V, Elementary and Secondary Education Act of 1965 (P.L. 89-10), as amended.

Eligibility

All 50 States, District of Columbia, Puerto Rico, Virgin Islands, Guam, American Samoa, and the Trust Territory of the Pacific are eligible to apply for state allocations.

Method of Operation

Title V authorizes three related programs: (1) basic grants to state education agencies to develop, improve, and expand professional leadership activities; (2) special project grants to support experimental programs and to develop special services designed to assist in the solution of problems common to several states; (3) an interchange of professional personnel to develop and share leadership skills in both Federal and state education agencies.

To receive its basic grant, the state must submit a proposal for a specific leadership development program. The proposal, which may contain a number of different projects, must be approved by the Commissioner of Education. Greatest emphasis has been given to projects involving the study, planning, development, and evaluation of state educational programs, and research coordination. High priority was also given to providing consultative and technical assistance to local education agencies for improvement of instruction, of general administration (including Federal-state relations), and of statistical and data processing.

Implications for English and Foreign Languages

This authorization seems designed to inherit and expand the responsibilities of NDEA Title III (Program 24) in the context of state administrative and supervising services. However, Congress has continued to support NDEA Title III (in 1968, Congress extended NDEA Title III through 30 June 1971). Nevertheless, state educational agencies in 1965-66, with funds from ESEA Title V, established positions for sixteen supervisors or consultants in English and reading. It remains to be seen whether the strong support to state-level supervision and development of instruction in the teaching of modern foreign languages begun under NDEA Title III will be continued under the authority of ESEA Title V.

Funding

Congress appropriated $17 million for FY 1966 ($25 million authorized); $22 million for FY 1967 ($30 million authorized); $29,750,000 for FY 1968 ($65 million authorized); and $29,750,000 for FY 1969 ($80 million authorized).

For Current Information Contact: Division of State Agency Cooperation, Bureau of Elementary and Secondary Education, U.S. Office of Education, Washington, D.C. 20202.

24. GRANTS FOR STRENGTHENING INSTRUCTION IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS (AND LOANS FOR NONPROFIT PRIVATE SCHOOLS)

Purpose

(1) To improve the teaching of science, mathematics, modern foreign languages, English, reading, history, geography, civics, economics, industrial arts, and the arts and humanities (including classical languages), and (2) to improve and extend course content in these specified subjects, in public and private elementary and secondary schools. For these purposes, matching grants are available for public education and loans for private education.

Authorizing Legislation

Title III of NDEA of 1958 (P.L. 85-864), as amended, and Section 12 of the National Foundation on the Arts and Humanities Act of 1965 (P.L. 89-209).

Eligibility

Public local school agencies, state education agencies, and nonprofit private schools (for loans only).

Method of Operation

Public Education: Following each appropriation by Congress, allotments are made to the states by a required formula. Each state has its own approved plan for organizing and administering the program, and there is considerable variation. A public local education agency applies to the state education agency for approval of a project, justifying the direct relationship of proposed expenditures to the overall design for improving instruction in one or more of the subjects specified in the legislation (see Purpose, above). In reviewing each project, the state agency must apply its system of priorities set forth in the state plan and also determine whether the project conforms to state standards for equipment and materials, whether the quality and quantity are suitable, and whether the items requested are eligible.

Specifically, the local education agency may request grants for the purchase of equipment and instructional materials, and for costs of minor remodelling. Equipment and materials may include laboratory and other special equipment, including audio-visual materials and equipment and printed materials (other than textbooks). All items must be particularly adaptable to one or more of the specified subjects.

The state education agency also has available for its use the matching Federal funds for the expansion or improvement of supervisory or related services to public elementary and secondary schools in the specified areas of instruction. The use of this authority varies with the state's plan, but among activities supported have been the establishment of positions of state supervisors and consultants and programs of workshops and in-service training for teachers of the specified subjects.

In all cases discussed above, the Federal funds are for only part of the costs, requiring matching, dollar for dollar, either from local or state sources.

Nonprofit Private Education: Private elementary and secondary schools are not eligible for Federal grants under this program, but they may apply (directly to the U.S. Office of Education) for loans for the same purpose. Loans have ranged from a few hundred dollars to more than $100,000, averaging $20,000. The rate of interest is determined by a formula in the law (it was 4-1/4% in FY 1966). The repayment period may be up to ten years, with a repayment schedule chosen by the school.

Implications for English and Foreign Languages

During the first eight years of this program, public education projects aggregating $870 million in Federal, state, and local funds have been approved, and about 12% of these funds supported projects in modern foreign languages.

The program has been a major factor in the development of modern foreign language instruction in the schools, especially in the use of technological equipment, including thousands of language laboratories. Since 1958, the number of states with foreign language supervisors or consultants in the state education agency has increased from three to forty-four.

Support for English did not become available until 1964-65, when nearly one-third of the 10,726 projects funded were in English and reading, at a cost of $3.4 million. In general, since then about one-fourth of appropriated funds have gone to improving English and reading in the schools.

Funding

In FY 1968, $75,680,000 was appropriated for NDEA Title III matching grants for equipment and remodelling, and $2 million for state agency administration and supervisory services; $1,060,000 was made available for loans to private schools. In FY 1969, $76,740,000 was appropriated for NDEA Title III.

For Current Information Contact: Instructional Resources Branch,
Division of Plans and Supplementary Centers and Services,
Bureau of Elementary and Secondary Education,
U.S. Office of Education, Washington, D.C. 20202.

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